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ABSTRACT

Presented is the final report based on the 1975 Every Student Survey describing the demographic characteristics of about 13,000 students in the Toronto school system who are enrolled in the New Canadian and each of the 15 Special Education programs. The report describes the socio-economic background, mother tongue, country of birth, and family situation of the students. Also reported are the number of males and females in each program, the amount of time that students actually spend receiving special services, and relationships among the different background variables. Outlined are findings such as the following: generally, in special programs, males are over-represented; students from the lower socio-economic groups are over-represented; there are few immigrants; students are mainly English-speaking; and many of them come from one or no parent families. Results are presented in tabular form, and letters to the special education teachers and the survey form are appended. (Author/IM)

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THE 1975 EVERY STUDENT SURVEY

The Background of Students in Special Education and New Canadian Programs

Janis Gershman

#141

September, 1976

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INTRODUCTION

This report is the fourth report based on the 1975 Every Student Survey. It was initiated to clarify and provide further information related to special education classes and student background. Unlike the first three reports which looked at only three groups of special programs (Special Class "A","B","C")[1], this report attempts to give a comprehensive description of the demographic characteristics of each specific Special Education program and the New Canadian program in the Toronto school system.

For this report the procedure used to collect the data related to special programs differed from that used for the first three reports and the 1970 reports. Previously, all special students were identified by examining their class placement as indicated by the master computer files. Unfortunately this procedure underestimated the number of students serviced by withdrawal programs and other itinerant and part-time special programs. To get a more accurate picture of students in special programs, as part of the 1975 Every Student Survey all special education teachers were asked to list every student they served and the amount of time devoted to each student each week. (A sample form is included in the Appendix.) The data that the special education teachers provided was then added to the other Every Student Survey data to provide a more complete description of special programs and student background. Because this type of data was not available in 1970, this report, unlike the first three of the series, will not provide comparisons between the 1970 and 1975 special student population.

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1 Special Class A contained students with various academic problems, and some regular class students who receive only withdrawal assistance. Special Class B contained those with health-related problems (e.g., vision). Special Class C contained those with other problems (e.g., behavioural).

Both in the 1970 survey and the 1975 survey, consistent trends were found in the relationship between student background and special class placement. In general, the socio-economic background was a better predictor of special class placement than either mother tongue or country of birth. Specifically, it was found in both 1970 and 1975 that the lower the occupational category the more likely was a Special Class "A" placement. This trend was especially apparent within the Canadian-born, English the first language group but the pattern also existed within the other three immigrant/language groups.

Students from one and no parent homes also had a greater tendency to be in special classes than students from families where both parents were present. The pattern of program placement also differed among some language groups, although not to the same extent as between the high and low occupation groups.

The data presented in this report expands on these results and isolates the programs where these trends are most apparent or where the trends are not found at all.

THE SPECIAL PROGRAM POPULATION

Every special program was included in the data collection including the New Canadian program. Although this program is not a "Special Education" program it is still an added service designed to help students cope with the regular school system. The results relating to the New Canadian program however, will be presented separately from the other special programs.

For the presentation of results, the special programs were grouped by program type not distinguishing among age groupings or type of service. For example, Perceptual junior, senior and Perceptual itinerant were all grouped under the "Perceptual" program heading. However, a distinction was made between Special Program - primary, junior, and Special Program-senior because of the large numbers in both groups. It was also felt that because the time allocation for each student was to be a factor in the analysis, the combination of various types of service varying by time within each program was justified (e.g. "Reading" and "Reading Clinic" became "Reading").

Because students in Level 1 and Level 2 were not included, the students in secondary school comprised a small percentage (3.5%) of the total special education population. For this reason, they were not set apart in the analysis or in the presentation of results.

Because of the data collection and editing procedures that were followed, not every piece of data was in a usable form (wrong I.D. numbers, duplicates, etc.). Added to other sources of error (e.g., teachers not sending in lists), the unusable data substantially increased the amount of missing data. To estimate the amount of missing data, the

numbers in each special program obtained through the teachers were compared with figures on student enrolment provided by the Special Education department. Since students seen by itinerant teachers were not given in the enrolment figures it was impossible to estimate the exact amount of missing data. However, programs that seemed to be slightly undercounted by the Every Student Survey data collection process were S.P. (Primary, Junior), Vision, Health, Hospital, and Home Instruction. The numbers given in the tables therefore are not to be taken as a total count of the students receiving special help. However, the totals do represent a very large sample of special students and thus the results should be an accurate representation of the background characteristics of special students. The reader is reminded however, to interpret with caution the results for any program with fewer than 100 students.

Sex

Many studies, including the Every Student Survey of 1970 and 1975 have found that males are over-represented in special programs. Table 1 reveals that this phenomenon occurs to a much greater extent in some programs than others. Those programs that were at least two thirds male were: Perceptual, Behavioural, Language, Reading, Learning Centre, and Home Instruction. The other programs were still over half male but were much more equally distributed. Health related programs in total tended to have more equal numbers of males and females and a few programs (Hospital, Vision) more females than males. However, the small numbers in these programs may be slightly magnifying the difference.

TABLE 1

PERCENTAGE OF MALES AND FEMALES IN SPECIAL PROGRAMS

Program	Total Number	Males %	Females %
S.P. - pr.jr.	839	55.4	44.6
S.P. - sr.	1003	60.6	39.4
Withdrawal	1017	56.8	43.2
Perceptual	550	80.9	19.1
Behavioural	222	71.6	28.4
Reading	575	79.7	20.3
Learning Centre	276	73.2	26.8
Home Instruction	113	71.7	28.3
Hearing/Deaf	295	54.2	45.8
Orthopaedic	209	57.4	42.6
Language	32	90.6	9.4
Vision	28	33.3	66.7
Health	67	49.3	50.7
Hospital	25	36.0	64.0
Speech	1821	65.6	34.4
TOTAL	7072	64.3	35.7

Occupation

The Every Student Survey and other research studies have found a consistent relationship between socio-economic background and program placement. Generally, a higher proportion of students from the poorer occupational groups are found in special classes. The numbers revealed in Table 2 suggest that this socio-economic influence is stronger for specific programs.

As in the other Every Student Survey reports, the occupations of the students' parents or household heads were categorized according to the Blishen Scale (1967) for socio-economic status. Special categories (10-16) were also established to accommodate responses such as unemployed, pensioner, housewife, etc.

Table 2 reveals that in general, students from poorer occupation groups (Category 2 and 10-16) are over-represented in special programs. For example, although students with parents who are retired, on welfare, unemployed etc. comprise 10.5% of the total school population, students from this group comprise 16.5% of the special education population.

However, there are obvious and important variations of this trend among the different programs. For example, certain programs have an extremely large proportion of students from the special categories (unemployed, welfare, housewife, etc.). Seven programs have around one quarter of their students from this group of special categories. They are Special Program-pr.jr. (27%), S.P.-sr. (21%), Withdrawal (20%), Behavioural (24%), Home Instruction (32%), Health (25%) and Hospital (32%). Since only 10.5% of the total student population are from these special socio-economic

TABLE 2

OCCUPATION OF HEAD OF HOUSEHOLD FOR STUDENTS IN SPECIAL PROGRAMS

Special Program	TOTAL NUMBER	2 Labourers, Truck Drivers %	3 - 4 Bartenders, Machinists %	5 Electricians, Clerical %	6 - 7 Actors, Stenographers %	8 - 9 Clergymen, Engineers, Physicians %	10 - 16 Pensioners, Welfare, Unemployed, Housewife %	No Info. %
S.P.-pr.jr.	839	49.6	9.5	3.8	5.0	2.1	26.7	3.2
S.P.-sr.	1003	49.7	11.1	5.3	6.3	2.7	20.5	4.5
Withdrawal	1017	52.9	7.2	6.5	5.5	3.5	20.0	4.4
Perceptual	550	32.5	10.7	12.4	17.3	15.6	8.4	3.1
Behavioural	222	36.9	4.5	5.9	13.1	6.8	24.3	8.6
Reading	575	44.0	11.8	9.2	13.4	9.6	10.3	1.7
Learning Centre	276	15.2	2.9	9.8	17.8	40.2	11.6	2.5
Home Instruction	113	38.9	8.8	2.7	8.8	8.0	31.9	0.9
Hearing/Deaf	295	46.4	10.8	9.5	11.2	10.8	8.1	3.1
Orthopaedic	209	30.6	10.5	17.7	14.8	13.9	9.1	3.3
Language	32	59.4	0.0	6.3	9.4	12.5	3.1	9.4
Vision	28	66.7	0.0	5.6	16.7	5.6	5.6	0.0
Health	67	50.7	10.4	6.0	4.5	3.0	25.3	0.0
Hospital	25	16.0	8.0	12.0	8.0	16.0	32.0	8.0
Speech	1821	45.2	8.1	8.5	9.7	11.8	12.7	4.1
SPECIAL ED. TOTAL	7072	44.6	8.9	7.7	9.5	9.1	16.5	3.7
ELEMENTARY TOTAL	61688	43.8	9.5	8.5	10.8	13.2	10.5	3.7
ELEMENTARY & SECONDARY TOTAL	92703	42.0	9.2	9.2	11.4	13.0	10.5	4.7

groups one can conclude that students from these groups are over-represented in the programs mentioned above.

A few programs stand out as having an extremely low representation of students from the high socio-economic groups. The Special Program -- Primary, Junior, and Senior, the Withdrawal program and the Health program all have under 4% of their students coming from homes of professionals, in spite of the fact that students from homes with professional parents comprise 13% of the total student population.

Conversely, there are two programs that have a larger representation than 13%, of students from professional homes. Such students comprise 15.6% of the Perceptual program and 40% of the Learning Centre program. As a result, these two programs are under-represented by children from the lowest occupational category. The high percentage of students from professional homes in the Learning Centre program can be partially explained by the physical location of these centres which is mainly in Area 6, largely composed of professional people.

The program for children with Orthopaedic problems, which services children from all of Metro, has 33% of its students from the middle occupational groups (groups 5, 6, 7) compared to the general student population which has only 19% from those groups.

The distribution of the various socio-economic groups within the Reading program, Speech program, and Hard of Hearing/Deaf program seems to be fairly similar to the distribution of the occupation groups within the whole school system.

Immigrant/Language Background

Four categories established in the Every Student Survey of 1970 were used for the 1975 survey to describe the "immigrant" status of the students. They are:

(1) students born in Canada, English the first language;

(2) students born in Canada, English not the first language (includes those students who learned English as a second language and those who learned English and another language at the same time);

(3) students not born in Canada, English the first language;

(4) students not born in Canada, English not the first language, or another language and English learned at the same time.

Table 3 reveals that the majority of students in each special program come from Category 1. In a few programs (Perceptual, Learning Centre, Home Instruction, Hospital) the number of students born in Canada with English as their first language is over 75%. In the total student population only 45% of the students are born in Canada with English as their first language. Only the Hard of Hearing/Deaf program has close to that number from Category 1. (45.8%)

Students from categories 2,3, and 4 are quite under-represented in most of the special programs. However, there are a few exceptions. The Hard of Hearing/Deaf program and the Vision program have a greater than expected proportion of students who were born in Canada but who do not speak English as their first language. The Health program, Language program, and S.P.-pr.jr. and sr. however, have a fairly large percentage of students who were not born in Canada, English not the first language. The following sections which look at language background and country of birth provide some explanations for these differences.

TABLE 3

IMMIGRANT LANGUAGE GROUPS FOR STUDENTS IN SPECIAL PROGRAMS

Special Program	TOTAL NUMBER	Born in Canada Eng. 1st Lang. %	Born in Canada Eng. not 1st Lang. %	Not Born in Canada Eng. 1st Lang. %	Not Born in Canada Eng. not 1st Lang. %	No Info. %
S.P. - pr.jr.	839	56.4	16.8	6.7	19.8	0.4
S.P. - sr.	1003	57.2	14.8	6.6	21.2	0.2
Withdrawal	1017	58.1	17.9	6.7	16.9	0.4
Perceptual	550	77.8	10.2	6.7	4.7	0.5
Behavioural	222	69.8	12.6	4.1	9.0	4.5
Reading	575	67.0	18.6	4.9	9.0	0.5
Learning Centre	276	85.9	6.2	5.4	1.4	1.1
Home Instruction	110	79.1	11.8	1.8	7.3	0.0
Hearing/Deaf	295	45.8	26.8	10.2	17.3	0.0
Orthopaedic	209	70.8	20.1	3.8	4.8	0.5
Language	32	50.0	21.9	3.1	25.0	0.0
Vision	18	50.0	33.3	5.6	11.1	0.0
Health	67	56.7	13.4	4.5	25.4	0.0
Hospital	25	76.0	20.0	4.0	0.0	0.0
Speech	1821	55.7	23.4	8.1	12.6	0.2
SPECIAL ED TOTAL	7072	61.1	17.9	6.7	13.9	0.5
ELEMENTARY TOTAL	61688	44.3	30.1	7.0	17.7	0.9
ELEMENTARY & SECONDARY TOTAL	92703	45.3	24.1	7.9	21.0	1.5

TABLE 4

MOTHER TONGUE FOR STUDENTS IN SPECIAL PROGRAMS

Special Program	TOTAL NUMBER	English %	Italian %	Greek %	Chinese %	Portuguese %	Other %	No Info. %
S.P. - pr.jr	839	63.2	9.8	6.0	1.3	13.3	6.2	0.2
S.P. - sr	1003	63.9	13.8	3.2	0.5	11.7	6.0	1.0
Withdrawal	1017	64.8	10.2	4.5	3.4	9.8	6.4	0.8
Perceptual	550	84.7	4.0	1.1	1.5	1.3	6.9	0.5
Behavioural	222	74.3	7.7	3.6	1.4	4.1	5.4	3.6
Reading	575	72.2	6.6	3.0	1.9	7.3	8.2	0.9
Learning Centre	276	91.7	0.4	0.7	0.0	0.4	6.2	0.7
Home Instruction	113	81.4	4.4	4.4	1.8	2.7	4.4	0.9
Hearing/Deaf	295	55.9	20.7	3.4	5.4	8.5	5.4	0.7
Orthopaedic	209	74.6	13.9	1.0	0.5	1.9	7.2	1.0
Language	32	53.1	15.6	3.1	6.3	6.3	15.6	0.0
Vision	28	57.1	10.7	10.7	0.0	14.3	7.1	0.0
Health	67	61.2	9.0	1.5	6.0	16.4	6.0	0.0
Hospital	25	80.0	8.0	0.0	0.0	0.0	12.0	0.0
Speech	1821	63.9	6.7	5.2	7.5	5.5	10.4	0.8
SPECIAL ED TOTAL	7072	67.8	9.0	3.9	3.3	7.6	7.5	0.8
ELEMENTARY TOTAL	61688	54.9	8.0	8.5	6.2	8.4	13.2	0.8
ALL STUDENTS	92703	53.3	10.3	6.7	6.3	7.8	14.4	1.2

Mother Tongue

Table 4 provides a breakdown of language background for each special program. Some interesting trends are evident. Compared to the general student population where 54% of the students speak English as a first language, every special program has more than 55% of the students with English as a first language. The highest proportions of English-speaking students were found in the Perceptual program (85%), the Learning Centre program (92%) and the Home Instruction program (82%).

Next to English, Italian was the most frequently found mother tongue among special students. However, the proportion of Italians varied dramatically among the programs. The highest proportion was found in the Hearing/Deaf program (21%). There were also other programs where the proportion of Italian speaking students was higher than the 10% found in the total school population. These were: S.P.-sr. (14%), Language (16%), and a few health related programs, Vision (11%) and Orthopaedic (14%).

Portuguese speaking students were also slightly over-represented in S.P.-jr., S.P.-sr., Withdrawal, Vision, Health and Hearing/Deaf. The reader is asked to note that the Orthopaedic, Vision, Language, Health, Hospital, and Hearing/Deaf are Metro programs and include students from the Separate School System and some students from other boroughs. There were also more than the expected number of Greeks in the Vision program. Compared to their numbers in the total school system, there were relatively few students with a Chinese or Greek language background in most special programs.

TABLE 5

COUNTRY OF BIRTH FOR STUDENTS IN SPECIAL PROGRAMS

Special Program	TOTAL	Ont %	Other Provs %	Por-tugal %	Italy %	China & Hong Kong %	Carib-bean %	Greece %	Other Europe %	Asia & Middle East %	Cent & S Amer %	Other %	No Info. %
S.P. - pr.jr.	839	66.7	6.3	10.1	3.0	0.4	5.2	3.1	2.9	0.4	0.5	0.4	1.1
S.P. - sr.	1003	65.0	6.3	10.1	6.3	0.1	5.4	1.9	2.8	0.4	0.5	0.4	0.3
Withdrawal	1017	69.4	6.8	7.9	3.0	1.3	5.3	1.6	2.3	1.0	0.8	0.5	0.2
Perceptual	550	82.2	5.8	0.5	1.3	0.5	2.5	0.4	3.3	0.7	0.0	2.2	0.5
Behavioural	222	74.8	8.1	2.7	3.2	0.5	2.3	0.9	3.2	0.0	0.5	0.9	3.2
Reading	575	80.7	5.0	4.7	1.6	0.0	2.3	0.5	3.8	0.5	0.2	0.3	0.3
Learning Centre	276	86.2	6.5	0.4	0.0	0.0	0.7	0.0	1.4	0.4	0.0	4.0	0.4
Home Instruction	113	84.1	6.2	0.9	0.0	0.9	0.0	1.8	2.7	0.9	0.0	2.7	0.0
Hearing/Deaf	295	68.5	4.1	5.4	4.4	2.7	6.4	1.4	3.4	1.7	1.0	1.0	0.0
Orthopaedic	209	85.6	5.7	0.5	1.9	0.0	0.5	0.0	1.9	1.0	0.0	2.9	0.0
Language	32	68.8	3.1	3.1	3.1	6.3	0.0	3.1	6.3	6.3	0.0	0.0	0.0
Vision	28	71.4	7.1	10.7	3.6	0.0	0.0	3.6	0.0	3.6	0.0	0.0	0.0
Health	67	65.7	4.5	16.4	3.0	3.0	4.5	1.5	0.0	0.0	0.0	1.5	0.0
Hospital	25	96.0	0.0	0.0	0.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0
Speech	1821	74.3	4.8	4.0	1.3	2.6	5.5	1.0	3.1	1.3	0.4	1.3	0.3
SPECIAL ED TOTAL	7072	73.3	5.7	5.8	2.6	1.2	4.4	1.4	2.9	0.8	0.4	1.1	0.5
ELEMENTARY TOTAL	61688	67.8	3.8	5.8	1.7	2.2	5.6	2.2	4.2	2.8	1.4	2.1	0.4
ALL STUDENTS	92703	65.8	3.9	5.8	3.4	2.7	5.3	2.2	4.5	2.5	1.3	1.9	0.7

Country of Birth

Table 5 provides similar information to the previous table. Again, a large percentage of the special students are from Ontario or other provinces. Larger than expected numbers born in Italy are found in S.P.-sr. and Hearing/Deaf (Metro program), and quite a large number of students born in Portugal are found in S.P.-pr. jr. and sr., Withdrawal, Vision and Health. Students from the Caribbean are also slightly over-represented in the Hearing/Deaf program. Students from other countries seem to be found in special programs proportionate to their numbers in the general school population.

Family Situation

The previous reports of the 1975 Every Student Survey reported that almost one-fifth of the students in the Toronto system did not live in homes where both parents were present. The results presented in Table 6 reveal that for certain special programs the proportion of students from one or no-parent families is even higher than 20%. In the Behavioural program and Home Instruction program, 40% of the students are from such homes. In fact, in these programs, one-third of the students are from mother-only families. Other programs with significantly large numbers of students from one or no-parent families are S.P.-pr. jr. and sr., Withdrawal, and Health. The Perceptual program and Learning Centre also had more students than would be statistically expected from mother-only and father-only homes.

Conversely, there were a few programs which had very small percentages of students from one and no-parent families. Language, Vision and Hard of Hearing/Deaf are examples of such programs.

TABLE 6

FAMILY SITUATION FOR STUDENTS IN SPECIAL PROGRAMS

Special Program	TOTAL NUMBER	Both Parents %	Mother Only %	Father Only %	Neither %	Hospital %	No Info %
S.P. - pr.jr.	839	70.7	24.2	2.6	2.4	0.0	0.1
S.P. - sr.	1003	74.4	18.8	3.7	2.6	0.0	0.5
Withdrawal	1017	75.8	20.4	2.5	1.0	0.0	0.4
Perceptual	550	79.3	16.2	3.6	0.7	0.0	0.2
Behavioural	222	57.7	32.9	2.7	5.0	0.0	1.8
Reading	575	82.1	15.7	1.4	0.9	0.0	0.0
Learning Centre	276	79.3	17.0	2.9	0.7	0.0	0.0
Home Instruction	113	59.3	30.1	5.3	4.4	0.9	0.0
Hearing/Deaf	295	88.1	10.5	1.0	0.3	0.0	0.0
Orthopaedic	209	77.5	13.9	0.5	2.4	5.7	0.0
Language	32	93.8	3.1	0.0	3.1	0.0	0.0
Vision	28	92.9	3.6	3.6	0.0	0.0	0.0
Health	67	67.2	26.9	3.0	3.0	0.0	0.0
Hospital	25	0.0	0.0	0.0	0.0	100.0	0.0
Speech	1821	83.3	14.2	1.4	1.1	0.0	0.1
SPECIAL ED TOTAL	7072	77.3	18.0	2.3	1.6	0.5	0.2
ELEMENTARY TOTAL	61688	82.6	14.5	1.7	1.0	0.1	0.1
ELEMENTARY & SECONDARY TOTAL	92703	81.2	14.3	1.9	2.2	0.1	0.4

Amount of Time Spent in Special Programs

The amount of time that a special program services each student is obviously dependent of the type of program. From Table 7 it is evident that quite a few programs have all or nearly all of the students on a full-time basis (S.P.-pr., jr., sr., Home Instruction, Hearing/Deaf, Orthopaedic. Language, Health and Hospital).

However, for programs where withdrawal, itinerant and part-time help are available, the amount of time that each student is services varies from 20 minutes per week to full time. Some students are also seen a few times a month for verification of progress -- not for actual program assistance. Looking at these part-time programs only, one can calculate that over 80% of the students are seen less than 1 hour daily. Over one-third of the students are serviced between one-half an hour and one hour a day every day. In the reading program over 90% of the students are seen on this regular daily basis. In the Withdrawal program, two-thirds of the students are also seen on this basis. The itinerant Speech program stands out as a program which services many students, each for a very short period of time. In fact, almost three-quarters of the students were seen only twenty minutes a week.

An analysis was performed to determine if a student's sex or socio-economic status had any influence on the amount of time he/she spent in special programs. A student's socio-economic status appeared to have little influence within each program. However, some interesting effects of sex were found in a few programs. In the Perceptual, Behavioural, and Reading programs males were receiving proportionately more full-time help than females. For example, in the Behavioural program, 55% of the males were receiving help on a full-time basis whereas only 32% of the females were receiving full-time help. No significant differences due to sex appeared in any of the other special programs.

TABLE 7

AMOUNT OF TIME SPENT IN SPECIAL PROGRAMS

Special Program	Total Number	Less Than ½ hr./wk.*	A Few Times a Week, Less than 2½ hr./wk.	½ hr. to 1 hr. A Day, Every day	1 hr./day to 3/4 Time	Full Time
S.P. - pr. jr.	839	-	-	-	1.7	98.3
S.P. - sr.	1003	-	-	-	-	100.0
Withdrawal	1017	0.3	8.1	65.1	16.7	9.8
Perceptual	547	1.6	9.0	45.2	13.9	30.3
Behavioural	222	13.1	7.2	18.5	11.7	49.5
Reading	575	-	0.7	90.3	1.2	7.8
Learning Centre	275	-	21.8	52.0	17.1	9.1
Home Instruction	113	-	-	-	-	100.0
Hearing/Deaf	295	-	3.7	-	-	96.3
Orthopaedic	209	9.1	-	-	-	90.9
Language	32	-	-	-	-	100.0
Vision	28	-	38.9	33.3	11.1	16.7
Health	67	-	-	-	-	100.0
Hospital	25	-	-	-	-	100.0
Speech	1821	73.9	26.0	0.1	-	-
TOTAL	7072	19.8	9.9	22.6	4.8	42.8

* With the exception of the Speech program, many of the students who are receiving help on an infrequent basis are being seen for the purpose of verification of progress and not for actual program assistance.

THE NEW CANADIAN PROGRAM

Of all special programs in the school system, the New Canadian program is perhaps one of the most difficult to describe in terms of accurate numbers. Because of its high turnover rate, the data collection process used, and other problems not identified, not all of the students estimated to be in New Canadian classes were identified by the Every Student Survey. Using estimates given by the New Canadian department approximately 90% of the elementary New Canadian students were identified compared with only 10% of the New Canadian students in secondary schools. In total, for this report we have approximately a 70% sample of the students in the New Canadian program.

Sex

Males and females seem to be fairly equally represented in the New Canadian program (54% male, 46% female). This ratio is unlike most of the special education programs which were generally over 60% males.

Occupation

Most of the students in the New Canadian program (63%) come from homes where the occupation of the head of household was in the lowest occupational group (labourers, truck drivers, porters etc.). However, students from homes where parents are in the special categories (unemployed, pensioner , housewife etc.) were not over-represented. Compared to the total school population where 13% of the students have parents in the highest occupational category, in the New Canadian program only 3% of the students have parents in that occupation group.

TABLE 8

THE NEW CANADIAN PROGRAM*

Immigrant/Language Background

Born in Canada, English 1st Language %	Born in Canada English Not 1st Language %	Not Born in Canada English 1st Language %	Not Born in Canada English Not 1st Language %	No Information %
2.3	15.2	10.2	72.0	0.3

Mother Tongue

English %	Italian %	Greek %	Chinese %	Portuguese %	Other %	No Information %
12.5	7.0	12.2	15.8	24.5	26.5	1.5

Country of Birth

Ontario %	Other Provs. %	Portugal %	Italy %	China & Hong Kong %	Caribbean %	Greece %	Other Europe %	Asia & Mid. East %	Central & S. America %	Others %	No Info. %
16.9	0.6	22.4	2.7	13.0	10.9	6.6	4.9	11.0	8.3	1.8	0.9

* Total Number = 5,647

TABLE 9

THE NEW CANADIAN PROGRAM

Occupation of Head of Household *

Students	2 Labourers, Truck Drivers %	3 - 4 Bartenders, Machinists %	5 Electricians, Clerical %	6 - 7 Actors, Stenographers %	8 - 9 Clergymen, Engineers, Physicians %	10 - 16 Pensioners, Welfare, Unemployed, Housewife %	No Information %
New Canadian Students**	62.5	9.7	3.7	6.0	2.9	10.3	4.9
TOTAL School Population	42.0	9.2	9.2	11.4	13.0	10.5	3.7

Family Situation

Students	Both Parents %	Mother Only %	Father Only %	Neither %	No Information %
New Canadian Students**	85.3	8.7	1.7	4.0	0.2
TOTAL School Population	81.2	14.3	1.9	2.2	0.4

* By occupational category.

** Total Number = 5,647

Family Situation

Unlike many Special Education students, most New Canadian students were living with both of their parents (85%). In the general student population, 14.5% of the students live only with their mother. However, only 8.7% of New Canadian students are from mother-only homes.

Amount of Time Spent Receiving Service

Over 50% of the students receiving service in the New Canadian program are seen every day for between half an hour and one hour. About 20% are receiving help in full-time New Canadian classes and 18% receive between 2-3 hours of New Canadian help each day. The remainder of the students (12%) are seen a few times a week for a total of approximately 2 hours.

An interesting interaction occurred between socio-economic status and amount of time a student spent receiving services. It was found that students whose parents were in the special categories unemployed, welfare, housewife etc.) were much more likely to be receiving help in the New Canadian program on a full-time basis. Students whose parents were in the highest occupational group were the least likely to be in the full-time New Canadian program. Students of middle to high SES were also more likely to receive New Canadian services only a few times a week. No relationship between sex and amount of time was found.

Immigrant/Language Background

As expected, most New Canadian students (72%) were not born in Canada and did not have English as a mother tongue. Fifteen per cent of the students, however, were born in Canada but did not speak English as a first language. The 2% who specified that they were born in Canada and spoke English as their mother tongue could either be actually receiving extra help in New Canadian classes or could be in this group by a mistake in completing the form. Although relatively few errors were found in other parts of the data, it could be argued that more errors would be found in the forms of the New Canadian students. However, it is also possible that in some cases New Canadian teachers are providing additional help for English-speaking students who are having problems.

Mother Tongue

Table 9 reveals the breakdown of language background for New Canadian students. One-quarter of the students have Portuguese as their mother tongue. The next largest language represented was Chinese (16% of the students), followed by English (12.5%) and Greek (12.2%). Seven percent of the students had Italian indicated as their first language.

Country of Birth

The largest single group of New Canadian students was born in Portugal (22%). The next largest group of students was the Canadian-born (17.5%), most of whom were from Ontario. China, Asia and the Middle East, and the Caribbean were each mentioned as their country of birth by at least 10% of New Canadian students. Only 3% of students in New Canadian programs were born in Italy.

SUMMARY AND DISCUSSION

Using the estimates of enrolment in special programs given by both the Special Education department and the New Canadian department there are approximately 17,000 "special" students (8500 New Canadian, 8500 Special Education). In other words, one in every six students in the Toronto school system is receiving help beyond that provided in the regular classroom. At the elementary level, this ratio is closer to one in five students. These students are receiving a broad range of services varying from New Canadian English language programs to Behavioural programs to Speech Correction programs. The time that a student spends receiving these special services ranges from 20 minutes per week to a full-time special class placement.

It is very difficult to generalize about the background of students in special programs. One thing that can be said is that for most programs, the background of the students differs significantly in some way from the background of the general student population. If one had to compare the special student population with the regular school population one could say that generally, in special programs (other than New Canadian) males are over-represented, students from the lower socio-economic groups are over-represented, there are few immigrants, students are mainly English-speaking and many of them come from one or no parent families. However, it must be stressed again that there are many exceptions to this trend. In Table 10 a summary is provided to indicate how each special program fits this general trend.

TABLE 10

THE BACKGROUND OF SPECIAL STUDENTS: SUMMARY

Special Program	General Trend*				
	More Males	Low SES Over-Represented	Few Immigrants	English Speaking Over-Represented	Many One or No-Parent Families
S.P. - pr. jr.	only a few more	√	some	also Italian & Portuguese	√
S.P. - sr.	√	√	some	also Italian & Portuguese	√
Withdrawal	only a few more	√	some	also Italian & Portuguese	√
Perceptual	extreme	reverse	extreme	extreme	√
Behavioural	√	extreme	√	√	extreme
Reading	extreme	slightly	√	√	√
Learning Centre	√	reverse extreme	extreme	extreme	√
Home Instruction	√	extreme	extreme	extreme	extreme
Hearing/Deaf	only a few more	slightly	reverse	only Italian over-represented	reverse
Orthopaedic	only a few more	reverse	√	some Italian	some
Language	extreme	√	some	some Italian	reverse
Vision	reverse	√	some	also Italian, Greek, Portuguese	reverse
Health	equal	√	some	also Portuguese	extreme
Hospital	reverse	√	extreme	√	don't know
Speech	√	slightly	√	√	some

* This is the general trend for students in special education programs as compared to students in the general student population. In other words, in special education there are relatively more students from lower SES groups, fewer immigrants, more males, more English-speaking students, and more students from one or no-parent families than there are in the total school population.

√ - agrees with general trend

In the previous sections each background variable was discussed separately and within each section the programs with interesting results were mentioned. Table 10 was designed to combine all of these background variables to provide an overview of each program. The New Canadian program was not included in this table since it is so obviously unlike the other special programs.

The results of this survey have confirmed many findings of the previous Every Student Survey reports. As in earlier studies, males continue to be over-represented in special programs. Whether females adapt better to the school system or whether there is a genetic reason for the differences is yet to be determined. Witelson (1976) has recently postulated a theory that males develop right cerebral hemisphere specialization before females. Consequently, she says males are less flexible in overcoming damage to the left hemisphere functions by transferring them to the right. Since these functions are language-related ones, this theory could conceivably explain some of the very large over-representation of males in language-related programs. In fact, the language program itself contains almost all male students. Implications for different methods for each sex in language and reading instruction follow from this theory.

Many other studies as well as the Every Student Survey have confirmed the over-representation of students from poorer socio-economic groups in special programs. What the results in this report reveal is that the extent to which this is true varies dramatically from program to program. For example, the Learning Centre program has 40% of its students from the highest occupational category whereas Special Program-pr.jr. has

only 2% of its students from that group. Moreover, almost 32% of the students in the Home Instruction program come from homes where the occupation of the head of household is in a special category (unemployed, housewife, pensioner, mother's allowance etc.). In the total school population, only 11% of the students are classified in these special categories. The Reading program, Hearing/Deaf program, and Speech program all have distributions of socio-economic background among the students very similar to that of the general school population. Students of middle to high income groups appear to be over-represented in the Perceptual, Learning Centre and Orthopaedic programs and in all other programs, students from the low income categories are the largest group.

Although there is general agreement that students of low-SES are over-represented in special education there is little agreement as to why the phenomenon exists and what to do about it. Discovering that students from high-SES backgrounds are also over-represented in certain specific programs further complicates an already confusing problem.

As revealed in earlier studies of the Every Student Survey, there are generally few immigrants in Special Education. Programs that are composed of almost all Canadian born, English-speaking are Perceptual, Learning Centre, Home Instruction and Hospital. Especially large numbers of students with an Italian background are found in the Hearing/Deaf program. A larger than expected number of students from the Caribbean are also found in this program. Both Italian students and Portuguese students are over-represented in Special Program - primary, junior, senior and a large number of students born in Portugal are found in the Health

program and Vision program. There are very few students of Chinese or Greek background in any of the special programs. Very little research has been done in the area of ethnicity and special program placement. As indicated by the results in this survey, it is an area that presents some interesting problems.

With greater emphasis being placed by educators on working and communicating with parents, it becomes increasingly important to be sensitive to the family situation of students. In particular, it has been revealed in this study that over 20% of the students in special programs come from single or no parent families. Compared to the general population where 14.5% of the students are living with their mother only, there are some special programs (e.g. Behavioural, Home Instruction) where over 30% of the students are from mother-only homes. Although many of the health-related programs have most students from homes where both parents are present, it is obvious that in some cases there must be a relationship between family situation and academic and behavioural problems.

Another factor that was considered in this survey was the amount of time that students actually spent in special programs. About 40% of the special students surveyed were in full-time special classes. Of the remaining 60%, most students received special education services on a daily basis for one-half hour to one hour. In the Perceptual, Behavioural, and Reading programs, males were more likely to be in full-time programs and in the New Canadian program students in the higher occupation categories were less likely to be receiving help on a full-time basis. It is important to note however, that over half of students receiving special help are receiving it on a part-time, withdrawal or itinerant basis.

It can be concluded from this study that important differences in student background exist both between the general student population and the special student population and also among the special programs themselves. It is important that administrators and teachers of both special and regular education be aware of and sensitive to these differences.

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APPENDIX

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

Research Department
April, 1975

Dear Teacher:

On April 3rd the Board asked to have the Every Student Survey up-dated. When the first study was done five years ago, there were very few Special Education programmes offered on a withdrawal basis and resources centres and learning centres were rare or non-existent. Today there are many students who receive Special Education assistance who spend part of their time in regular classrooms.

Due to the present record-keeping procedures, there are many students to whom you are providing special assistance who are not identified within the records as Special Education students. In addition, it is probable that there are some students who have been assigned to your class but who spend part of their time in a regular classroom. In order to sort this out, and to make an accurate report, it is necessary to ask you to prepare a list on the enclosed sheets, of all the students for whom you provide regular help, as of May 1, 1975.

I realize that you may have to go to the office records in order to locate the I.D. number for the student, but this piece of information is essential in order to properly match this sheet with the Every Student Survey data.

In addition to this envelope, I expect that most of you have also received an envelope containing a set of labels such as have gone to every classroom teacher in the system. Please be sure --

(a) that the students for whom you received labels complete their forms and also include their names on this list;

(b) so that we may have an accurate record of the amount of time that this task takes, please record how much time it takes you to make up the list. _____ (amount of time)

Place the completed list and this letter back in the envelope and return it to your principal, whom we have asked to arrange for the collection of this material.

Thank you,

E. N. WRIGHT, Ed.D.,
Director of Research.

/lcg
Enclosure

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

Research Department
April, 1975

Dear Teacher:

On April 3rd the Board asked to have the Every Student Survey up-dated. When the first study was done five years ago, the only New Canadian students recorded were those in self-contained classrooms. To improve the quality and completeness of the data, we are including students who receive help on a withdrawal basis as receiving Special English assistance.

Because of the present record-keeping procedures, most if not all of the students to whom you are providing Special English are not identified within the computer records as Special English (N.C.) students. In order to sort this out, and to make an accurate report, it is necessary to ask you to prepare a list on the enclosed sheets of all the students for whom you provide regular help, as of May 1, 1975.

I realize that you will likely have to go to the office records in order to locate the I.D. number for each student, but this piece of information is essential in order to properly match this sheet with the Every Student Survey data.

In addition to this envelope, I expect that some of you have also received an envelope containing a set of labels such as have gone to every classroom teacher in the system. Please be sure --

(a) that the students for whom you received labels complete their forms and also include their names on this list;

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_____ (amount of time)

Place the completed list and this letter back in the envelope and return it to your principal, whom we have asked to arrange for the collection of this material.

Thank you,

E N Wright

/lcg
Enclosure

E. N. WRIGHT, Ed.D.;
Director of Research.

TEACHER'S NAME _____ TYPE OF PROGRAMME _____

For Office Use:

___ ___ ___	___ ___ ___
School	Programme

Pupil's Name Last Name, First Name	Student I.D. Number	Number of Times Seen Per Week	Average Length of Each Visit in Minutes